

Alta High School 11055 South 1000 East Sandy, Utah 84094

April 16-17, 2008





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Alta High School 11055 South 1000 East Sandy, UT 84094

April 16-17, 2008

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 16-17, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Alta High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Mont Widerberg is also commended.

The staff and administration are congratulated for their desire for excellence at Alta High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Alta High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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ALTA HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Mont Widerberg David Breen Jana Crist Mark Mitchell Alan Parrish		Assistant PrincipalAssistant PrincipalAssistant Principal		
	Counseling			
Brian DeVries. Karen Gochnour. Pam Hart. Stacey Murdoch. Kent Robinson. Lisa Sanders. Robyn Sleight. Roxann Wolfe.		School Psychologist Counselor Counselor Counselor Counselor Counselor Counselor		
Support Staff				
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Faculty				
Holly Allen Susan Andelin Shauna Andrus Mary Baker James Barker	Randall Barnes Allen Barney Sarah Bastian Kimberly Simpson- Batey	Molly Beard Linn Beck Jackie Benn Denise Bennett Doug Berry		

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ALTA HIGH SCHOOL

MISSION STATEMENT

To provide opportunities and an environment where students can acquire skills and character traits preparing them for future career and educational pursuits to become contributing citizens.

BELIEF STATEMENTS

- 1. We believe each individual has the inherent right to be treated with dignity and respect.
- 2. We believe effective learning takes place in a variety of settings.
- 3. We believe learning is enhanced by a cooperative, positive environment which includes open communication between students, staff and parents.
- 4. We believe accountability and acceptance of consequences for one's actions are essential to the learning process.
- 5. We belie all individuals have a right to be physical safe and emotionally secure.
- 6. We believe education is a life long process.
- 7. We believe that parents must be involved in their student's education.
- 8. We believe parents, students, staff and all other community members, individually and collectively, have responsibility for the education at Alta.
- 9. We believe extra-curricular activities are important in developing students as well as enhancing a spirit of community.
- 10. We believe education is a vital tool for achieving individual aspirations.
- 11. We believe every student has equal worth and unique potential.
- 12. We believe in respecting diversity within our community.
- 13. We believe that respect toward personal and school property is shown through our behavior and attitudes.
- 14. We believe students have a right to diverse educational opportunities.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Character Development

- Students take responsibility for personal actions.
- Students reflect ethical behavior.
- Students demonstrate respect for others.
- Students act as responsible citizens.

2. Communications

- Students use the written word to communicate with clarity, purpose and understanding of audience.
- Students communicate orally with clarity, purpose and understanding of audience.
- Students integrate the use of a variety of communication forms and use a wide range of communication skills.
- Students interact with others in a variety of situations to set and achieve goals.

3. Critical Thinking

- Students identify a question, issue or problem.
- Students access information, then analyze and evaluate it.
- Students recognize and appreciate alternate points of view and make judgments regarding the credibility of sources.
- Students use a variety of strategies to come to a conclusion and justify the decision.

4. Life Long Learning

- Students create a positive educational and career vision.
- Students make a commitment to creating quality work and striving for excellence.
- Students connect knowledge and experience from different subject areas.

Date of visit: April 16-17, 2008

MEMBERS OF THE VISITING TEAM

Robert Stearmer, Administrator, Uintah School District, Team Chairperson.

Jim Bouwman, Murray High School, Murray School District

Kathy Clark, Skyline High School, Granite School District

Tod Johnson, Wasatch High School, Wasatch School District

Heather Melton, Bonneville High School, Weber School District

Irene Peterson, Kearns High School, Granite School District

Jason Watt, Wasatch High School, Wasatch School District

Pam Yama, Special Education, Uintah School District

VISITING TEAM REPORT

ALTA HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Alta High School is a comprehensive high school serving the communities of Sandy and Draper in Salt Lake County. The school serves a predominantly upper-middle class population of 2,549 students, of whom 93 percent are Caucasian. Hispanic, Native American, Pacific Islander, African American, and Asian students make up the remaining seven percent. Alta High provides a full range of curricular offerings to meet the needs and interests of the students. In the last seven years, Alta High School has made notable accomplishments in student attendance, achieved increases in language arts test scores, and met the Adequate Yearly Progress goals for NCLB for all but two years. In addition, nearly all teachers have proper credentials and teach in their area of expertise. Of the 115 certified staff members who participated in the Collaborating for Student Success for Accreditation process seven years ago, only 48 are currently still on the staff. Ten professional development days are allocated by the district each year, and three are school directed. These trainings have been focused on the Six Traits of Writing and B.E.S.T. Parent participation is strong ("almost too strong in some instances") through the PTSA, School Community Council, and Booster Clubs.

a) What significant findings were revealed by the school's analysis of its profile?

Alta High School's school profile revealed that the majority of students are performing at a high level. Alta High School students perform exceptionally well on AP tests, and enrollment in AP courses has continued to increase.

The analysis of CRT data revealed that Alta High School students were not performing as well as expected on the Mathematics and Language Arts CRTs. Scores in 2002 indicated that 22 percent of Alta High School students achieved minimal or partial mastery in Language Arts 10, and 19 percent of students achieved below standard in Language Arts 11. The Alta High School administration and faculty implemented a school-wide focus on writing to address this problem. Scores have steadily risen since that time.

Alta High has also addressed substandard student performance on the Geometry and Algebra I CRTs. The Math Department has added remediation courses (Skill Builders Math and Math Lab), and has made an effort to better place incoming sophomores by examining CRT results from the previous year.

Based on the written information presented, the school profile reflects the most current data, with minimal disaggregated student subgroups resulting in lack of sufficient insight into organizational, program, and departmental strengths and weaknesses.

b) What modifications to the school profile should the school consider for the future?

More disaggregated data would be helpful to future Visiting Teams' understanding of how students at Alta High School are performing. The school profile included some data on male/female enrollment in AP courses, but did not include performance data by gender, ethnicity or socioeconomic status.

c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The school profile provided information on successful students (especially AP students) and students who were not performing adequately on CRTs. Alta High School has implemented several programs to increase student achievement, but performance data from these programs (Hawk Watch, Sophomore House, RES-Q, etc.) was missing.

Suggested Areas for Further Inquiry:

Further disaggregation of data in the following areas could be valuable:

- AP scores by test, including passing rates by gender
- CRT and UBSCT results by gender, ethnicity, and SES
- Sophomore House GPA/CRT data
- RES-Q credit earned
- GPA/CRT of Hawk Watch students

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

a) To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?

The school's mission, beliefs, and DRSLs were originally developed as a collaborative effort among all stakeholders. One year later, the same group met again to revise the mission statement. Since then, the faculty has revisited and

revised the mission statement and condensed the DRSLs from the previous thirteen to the current four. The faculty has developed rubrics for the DRSLs as well.

Although the process of development and refinement of the mission statement has high ownership by the stakeholders involved in the original and subsequent meetings, there seems to be a lack of evidence for a comprehensive group (including members of the School Community Council, new faculty members, and students) being actively involved in revisions.

b) To what extent do the school's mission and beliefs align to support the school's DRSLs?

The school's mission statement and beliefs align with and support the school's DRSLs. Alta High has worked to train and integrate new staff members into the process and to maintain the participation of all stakeholder to retain the level of involvement built over the years.

c) Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.

Indicators and rubrics have been developed to assess the school's progress in assessing each of the DRSLs. The Visiting Team recommends that the school now identify assessment tools for collecting data. The Visiting Team strongly recommends that the school reevaluate its action plan to align more closely with the DRSLs, and then to develop methods for collecting data to assess those DRSLs.

d) To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?

The school has established mission and belief statements, and DRSLs are in place. The Visiting Team is aware that these are a part of the school culture, but did not see explicit evidence that they are a driving force in guiding procedures, policies, and decisions school-wide. The Visiting Team recommends that the DRSLs become a focus for the action plan of the school. Develop indicators for each of the DRSLs, and then collect data that can be used to measure the effectiveness of the faculty in teaching them.

Teaching of the DRSLs is limited to departments or individuals, although there was strong evidence of alignment being the next step in the process.

Curriculum:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?

Each department has completed a Core Curriculum analysis. Departments are following the core standards. Most departments collaborate on ways to achieve the core standards, including the Life Skills.

b) To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?

The curriculum is engaging students in inquiry, problem solving, and higher-order thinking skills across the board in all departments. Some departments have taken this to the next level by creating projects that are cross curricular. The curriculum is based on sound research and philosophy, and teachers work to continually update the curriculum to meet student needs.

c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?

Most departments are effectively implementing the DRSLs into their curriculum. Common assessments have been created that align with the DRSLs, although some departments are not yet to this point.

Departments that have started to implement the DRSLs into their curricula should share their knowledge in this area.

d) How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?

Departments analyze year-end results to make adjustments to the curriculum on an individual/departmental basis. Some departments are using common assessments throughout the year to analyze and make additional adjustments to the curriculum. Teachers recognize the need for better ways to meet students' diverse learning styles.

Assessments are directly linked to specific instructional uses that promote students' achievement and continuous improvement of their learning.

Instruction:

a) To what extent do teachers use a variety of instructional strategies to enhance student learning?

There is evidence of a variety of instructional practices being implemented throughout the school.

Although it is not readily apparent across all departments, adjustments or modifications to the instructional process were made based on the analysis of student learning in classrooms throughout the school.

b) To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?

The school has had multiple professional development days on DRSLs. Some departments and individuals have developed strategies for instruction of one or more of the DRSLs; however, some departments are not to this point.

Teaching of the DRSLs is limited to departments or individuals, with some staff members viewing them as imposed by the accreditation process and not relevant when teaching the State Core Curriculum.

Time should be allotted for creating strategies and increased commitment for the instruction of teaching curricula relating to the DRSLs.

c) To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?

Professional development days are used to analyze data from previous years. This information is used to adjust curriculum and teaching practices. Professional development has also been used to reinforce best practices with the faculty.

d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?

The staff members are qualified or highly qualified in all content areas that they teach. Additional time is spent on individual professional development and growth.

Time should be allotted for individuals to share their knowledge and expertise with other teachers in the school.

e) To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?

Technology is available in all classrooms at various levels. Technology is used both as an instructional tool and in assessment.

Assessment:

- a) To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?
 - Common assessments are used at various levels. Some departments have created pre- and post-test assessments. CRT and competency exams are given at the ends of levels. Some departments are aligned with common-themed assessments.
- b) To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?

The Visiting Team concurs with the focus group findings: "This focus group feels that teachers' expectations of students vary widely, even within the same subjects taught. Because of this inconsistency we have students switching classes and grade inflation." Therefore, the Visiting Team highly recommends asking the fundamental questions, "What is it we want our students to learn?" and "How will we know when each student has learned it?" The pursuit of these questions must be addressed as a school, by department, and by individual classrooms. These questions can be better understood and resolved by the administration providing clear expectations and parameters as the school develops common, formative assessments.

Such guidelines might call upon teams to:

- Create specific minimum number of common assessments to be used in their courses.
- Demonstrate how each item on the assessments is aligned to an essential outcome of the course or courses.
- Specify the proficiency standard for each skill.
- Clarify the conditions for administering the test consistently.
- Ensure that demonstration of proficiency on the team assessment will be highly correlated to success on high-stakes testing at the district, state, and national levels.
- Assess a few key concepts frequently, rather than many concepts infrequently.

Departmental teams should have the autonomy to develop the kind of assessments they believe will result in valid and authentic measures of the learning of their students. They should have autonomy in designating the proficiency targets for each skill; however, they should also be called upon to demonstrate that student success on their assessments is strongly correlated to success on other indicators of achievement the school is monitoring.

In summary, even if individual teaches take the time to review state and district curriculum standards, it is unlikely they will interpret those standards consistently. Dialogue regarding the meaning of standards and the clarification of what the standards look like in the classroom will help promote a more consistent curriculum.

- c) To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?
 - The school supports the work of individuals and groups responsible for implementing school improvement initiatives.
 - Analysis of data in the summer and at the start of the school year is used to measure the school's success and allows for reflection and improvement.
- d) To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?
 - Professional development programs are designed to facilitate the acquisition of new knowledge and skills by all certified staff members. Training allows time for best practices, Six Traits of Writing, and collaboration among departments. Some departments are collaborating on common and/or themed assessments.
- e) To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?
 - There is a rubric in place, but no evidence was in place that the rubric was being used.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

- a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?
 - Teachers at Alta High School feel supported by the administration to varying degrees. Each year school leadership provides multiple opportunities for professional development. Teachers have varying opinions regarding the effectiveness of professional development programs. Not all professional development was considered useful by all teachers. However, most teachers felt

that parts of the professional development improved their teaching. Teachers agreed that time spent analyzing data was most useful in their content areas.

Teachers are extremely supportive of the new attendance policy. Those interviewed have observed fewer tardies and increased attendance in their classes.

Teachers feel closely attached to their departments, and hold their department chairs in high esteem as instructional leaders. They also feel the need for more time to collaborate within their departments.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?

Each year, teachers are given time to review test results and make plans for improvements in their curricula. In addition, nonperforming students are red flagged, and plans are made to support them through the coming year. Evidence of collaboration at Alta High School includes teachers being given the opportunity to collaborate with the school leadership and vote on policy items like the new attendance policy and when professional development will be given.

There is much evidence that curriculum decisions are made collaboratively within departments.

c) To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?

There is evidence that the principal is open with the allocated budget and works to use resources to meet the needs of the teachers to improve student learning. Although some teachers feel uncomfortable going to the administration for their needs, most feel the administration works hard to provide necessary resources for the educators at Alta High School. Generally, the school recognizes the need for improved technology. Examples of requests include improved writing labs and access to advanced technology in mathematics.

d) To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?

Some faculty members feel empowered in school-wide decision-making processes. Most faculty members feel their decision-making power lies within their department. Teachers feel confident working within their departments to develop curricula and select resources to accomplish their educational goals. It is

recommended that more faculty members be involved in the self-study and accreditation processes at Alta High School.

e) To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?

The staff seems to understand the established formal systems for helping individual students achieve school-wide expectations for learning. These formal systems include Sophomore House, the SEOP process, and Hawk Watch. The athletic teams seem to offer this type of smaller learning community as coaches monitor attendance and academic performance of their athletes. Most teachers interviewed are concerned with large class sizes and the limitations they impose on the ability of teachers to have an impact on each individual student. Moreover, most teachers are concerned that they do not know many staff members outside their department.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

<u>Culture of Continual Improvement:</u>

a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?

Professional development programs focus on some of the knowledge and skills required for staff members to fulfill the performance expectations of their roles and to contribute to the achievement of the school's goals for improvement. There

is a wide range of understanding of the purpose of the accreditation process across all stakeholders in the school community.

b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?

The school fosters a limited or incomplete understanding of the change process among those who have a stake in the work of the school. The focus and direction of the school goals are not as clear to the school staff, students, and community members as they are to the administration and CSIP Committee.

c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?

The school makes an effort to sustain the commitment to continuous improvement, but often gets sidetracked on issues unrelated to the school's goals for improvement. The staff turnover rate of 50 percent necessitated the allocation of time to train and teach the new members regarding the direction of the school community. There is an incomplete understanding of the change process among those who have a stake in the work of the school. Additional information and input needs to be gathered from all members of the school community, including students, parents, and staff members.

d) To what extent does the school create conditions that support productive change and continuous improvement?

The school's organizational system and culture are supportive of school improvement and professional development. Alta High School created the Sophomore House, integrated classes for juniors, and Hawk Watch for students at risk. In addition, the Math Department meets to review the progress of each student individually to place students on their ability level in order to increase learning. The members of the English Department are working together to align their curricula, and there are other projects of collaboration between departments within the school.

e) What significant progress has been made in implementing the original action plan since the last full visit?

The action plan has been updated and refined as needed. The school has refined and simplified the DRSLs and school mission statement, and assigned four leadership teams to develop indicators and rubrics to measure student achievement of DRSLs. The Six Traits of Writing and best practices across all subject areas were also added, with professional development on the process given to the staff.

f) What significant progress has the school made in addressing the major recommendations of the previous Visiting Team and/or review team?

The school has made significant progress in addressing the recommendations of the previous Visiting Team. The school has evidence to support its work as well as data to evaluate the impact of actions taken thus far. However, based on conversation with staff members, many of the new teachers are still being trained in the process and vision of the school action plan. These teachers' limited understanding and input has made many of the components isolated pieces not yet integrated into the school-wide plan. There has only been one school-wide faculty meeting to address the action plan, and the CD with all the school's information and the action plan was actually given to the full faculty during the Visiting Team's visit.

CHAPTER 5: COMMUNITY BUILDING

a) To what extent does the school foster community building and working relationships within the school?

Positive and productive working relationships are established among most of the students, teachers, support staff and administrators. The staff is willing to participate in professional growth activities they believe could improve student achievement. There is evidence of the implementation of new strategies; however, implementation is sometimes limited to individual departments, or teachers with common interests.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

The school reaches out to most parents and families to help engage them as partners in the learning process. The PTSA and Athletic Booster Clubs are active and effective. Various members of the school community are consistently active, and others participate on a more limited basis. The use of PowerSchool was high; however, parental attendance at parent-teacher conferences has decreased from 80 percent to 44 percent. Many parents interact with the teachers using PowerSchool.

c) To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?

The school did not provide evidence of a fully developed or supportive, collaborative network of support with community members in groups, youth-serving agencies, clergy, government leaders and leaders of highly education and

business within a systematic format. Upon request for minutes from Alta High's School Community Council meetings, only February 12, 2008 and March 18, 2008, were available; minutes from the April 15, 2008 meeting were not yet available. The school has utilized traditional avenues for soliciting input and participation. Stakeholders serve a perfunctory role in the process, with some oversight or voice in the decisions made by the school.

d) How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?

The administration chose to provide an electronic copy (through an individual CD) of the school improvement plan to all members of the staff on the second day of the team's visit. In addition, a core group of staff members had spent many hours intensively reviewing the collected data and was in the process of aligning the data to meet their goals and objectives. This included prioritization of funding, staffing, scheduling, collaborating among departments (including the counselors), and professional development to meet long-term goals.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the extent to which teachers are collaborating.
 Departmental collaboration is evident, and the cross-curricular is beginning to become more widespread and proving to be worthwhile.
- The Visiting Team commends the efforts of the Alta High School staff in narrowing the DRSLs from thirteen to four. The Visiting Team also commends the development of rubrics to identify progress on DRSLs.
- The Visiting Team commends Alta High's quest for technology to increase student achievement.
- The Visiting Team commends (and teachers support) the administrative proposal
 for more time to collaborate. Focus groups have listed collaboration as an area for
 improvement. The proposal illustrates the administration's openness and attention
 to stakeholder input, and to further emphasizing and encouraging cross-curricular
 collaboration.
- The Visiting Team commends the establishment of special programs—such as Hawk Watch, Sophomore House and integrated classes—to increase student learning and meet individual needs.

- The Visiting Team commends the almost complete incorporation of the mission, beliefs, and DRSLs into the culture of Alta High School. It appears that the mission and beliefs are integrated into all aspects of the school.
- Prior to the Visiting Team's visit, the assistant principal had listed and placed for review all the strengths and recommendations for growth from the focus groups, on the white board. The Visiting Team highly commends this action, and recommends that these recommendations for growth as outlined be followed and formalized.

Recommendations:

- The Visiting Team recommends that more stakeholders be actively involved in the self-assessment and school improvement process, and not just used as a "rubber stamp."
- The Visiting Team recommends periodic examination of hard data (surveys, etc.) of the measurable growth and progress to share with all stakeholders. Data should be analyzed for the purpose of validating programs and adjusting curriculum, instruction, and assessment to increase academic achievement for all students at all levels.
- The Visiting Team recommends that Alta High School continue and expand its departmental and cross-curricular collaboration. Good progress has been made in this area, and the momentum should be sustained and extended throughout all departments and involve all faculty and staff members.
- There appears to have been a limited effort made to involve the various stakeholder groups. The school has utilized traditional avenues for soliciting input and participation. Stakeholders seem to serve a perfunctory role in the process, with little oversight or voice in the decisions made by the school. Therefore, the Visiting Team highly recommends that Alta High School improve the use of various stakeholders in the school improvement process, and not just for school accreditation.